

Citrus Valley High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Citrus Valley High School
Street	800 W. Pioneer Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909 799-2300
Principal	Rhonda Bruce
E-mail Address	rhonda_bruce@redlands.k12.ca.us
Web Site	http://www.cvhs.redlandsusd.net/
CDS Code	36-67843-0118802

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

School Description

The Redlands Unified School District encompasses the cities of Redlands and Loma Linda, portions of the cities of Highland and San Bernardino, and a considerable area of unincorporated county territory. The district serves a student population of approximately 21,000. It is located 65 miles due east of Los Angeles. Small businesses, professional, managerial, supervisory and sales are presently the main areas of commerce. The area known as the Inland Empire, of which Redlands is a part, has experienced tremendous population, housing, and retail growth in recent years. One of the prominent businesses in the district is Environmental Systems Research Institute, ESRI, an innovator of geographical information systems (GIS) software technology. Loma Linda University Medical Center is a leading center for medical treatment in southern California. Located in Redlands is the University of Redlands, a private liberal arts university. A number of community colleges, private four-year colleges, a University of California, and a California State University are located within a radius of twenty miles. The school district has three comprehensive high schools, a charter high school, and an alternative high school, 16 elementary schools and four middle schools, as well as alternative programs for independent and home study. Citrus Valley High School opened its doors for the first time in 2009 with freshman and sophomore classes. CVHS now has approximately 2200 students in grades 9-12 The Class of 2012 was the first class to graduate from Citrus Valley High School. The Class of 2013 was the first class of students that went all four years to CVHS. The School was financed from two bond measures, measure R and measure J, passed in local elections. Citrus Valley High School serves students from the city of Redlands as well as unincorporated portions of San Bernardino County including the communities of East Highland. The communities served by Citrus Valley High School are diverse and offer a rich tapestry of cultures. Designed and built at a cost of 120 million dollars, CVHS is a modern, high-tech school planned to facilitate positive and effective communication. Campus design reduces the distances between classrooms. A single line solution allows teachers to utilize their computers and multi media technology in each classroom to its full potential. Most teachers have Interwrite white boards, projectors and cable via the network. Each teacher has a telephone with a voice mail message system in the classroom. All classrooms are equipped with at least one computer dedicated to student use which is connected to the Internet. English, Math, Science, Special Ed, and ROP classes are equipped with laptop carts that have a computer for each student. Every student has an account that he/she can use from any computer on campus. All staff has access to Microsoft Office Suite and the Internet. All teachers have access to AERIES.net that integrates with the AERIES database and a grade keeping program. The administration office has access to AERIES student management data base. This system also allows parents to track their student's grades from home on a computer. We also have an automated phone caller system to send voice messages and text messages to all or selected students for announcements at home. The school works closely with Child Nutrition Services to meet the State and Federal guidelines for nutritional needs. Citrus Valley High School prides itself on its community relationships. CVHS has the support of many different parent, community and business organizations. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among their activities are providing support to teachers in the classroom, purchasing disaster preparedness supplies, and the awarding of scholarships to deserving students. Redlands Community Scholarship Foundation is composed of over 100 members administered by an elected Board of Directors. The Foundation receives gifts, donations and bequests from individuals and organizations. It annually dispenses over \$200,000 to Redlands Unified School District graduates. Several other organizations in the community also award scholarships to our students. School Site Council will meet monthly to monitor CV's Single Plan for Student Achievement and categorical funds.

Mission Statement: The mission of Citrus Valley High School is to provide ALL students an opportunity to succeed academically, grow socially, and participate fully and responsibly in their education; preparing them to become productive and responsible adults equipped to make a positive difference in our world. Students will be guided in this quest by the cornerstone of Citrus Valley High School; CLASS: Character, Leadership, Attitude, Scholarship and Service.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	535
Grade 10	579
Grade 11	543
Grade 12	534
Total Enrollment	2,191

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.5
Asian	7.2
Filipino	2.7
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	0.2
White	28
Two or More Races	3.1
Socioeconomically Disadvantaged	51.5
English Learners	4.2
Students with Disabilities	11.1
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	94.5	95	85	17
Without Full Credential	1	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.2	0.8
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The Redlands Unified school District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of english proficiency or disability.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (1998)	Yes	0%
Science	California Glencoe Biology Glencoe (2006) Chemistry: Matter of Change, CA Edition Glencoe (2007) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006)	Yes	0%
History-Social Science	Modern World History McDougal Littell (2006) The Americans McDougal Littell (2006) Civics in Practice Holt, Rinehart and Winston (2007) Principles of Economics Thomson-Southwesters (2006)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Latin, Course 1 Ecce Romani IA Cambridge / Longman (1998/1995) Latin, Course 2 / Ecce Romani IA Cambridge / Longman (2000/1995) Latin, Course 3 / Ecce Romani IB Cambridge / Longman (2000/1995) Latin, Course 3 / Ecce Romani IIA Cambridge / Longman (2000/1995) French I, Bienvenue Glencoe/McGraw Hill (1998) French II, A bord Glencoe/McGraw Hill (1998) French III, En voyage Glencoe/McGraw Hill (1995) German I, Deutsch Naklar, 3rd Edition McGraw Hill (1999) German II, German 2nd and 3rd Years Amsco (1998) German III, German 2nd and 3rd Years Amsco (1998) En Espanol I McDougal Littell (2000) En Espanol 2 McDougal Littell (2000) En Espanol 3 / Review - Spanish 3 McDougal Littell / AMSCO (2000) Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)	Yes	0%
Health	Health Holt, Rinehart and Winson (1999)	Yes	0%
Visual and Performing Arts	See Above		0%
Science Laboratory Equipment (grades 9-12)	See Above		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Funded by measures "R" and "J", construction began in 2007 on a three-year construction schedule. Located on 60 acres, the 269,540 square foot facility contains a capacity for 2500 students. Parking spaces total 984, with 636 spaces for students and 307 for staff. This school configuration allows for a 9-12 grade level educational program. Athletic facilities outdoors include: eight basketball courts, one track/football/soccer stadium with synthetic turf and an all-weather track, 2 baseball fields, 2 softball fields, 8 tennis courts, and one 75 X 82 swimming/water polo pool. Technology is built around a campus-wide fiber optic backbone, a cable TV studio with facilities linked by network to all classrooms. Within the Industrial Technology Building, several multiple-station technology labs for audio/video technology, and computer-assisted drafting and robotics can be found. The auditorium seats 496 and is located at the main entrance of the campus with adjacent music and drama classrooms. The closed campus has a multipurpose room cafeteria that seats 407. Lastly, the campus contains 99 classroom/labs. The library/media center seats 110 and has shelving for 40,000 volumes plus the 45 computers currently in place..

CV maintains restrooms daily. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout the school. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations. Repairs are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	76	53	59	44	48
Mathematics	36	39	40	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	511	505	98.8	76.2
Male	11	248	245	98.8	68.8
Female	11	263	260	98.9	83.1
Black or African American	11	36	36	100.0	66.7
Asian	11	34	34	100.0	85.3
Filipino	11	14	14	100.0	85.7
Hispanic or Latino	11	245	245	100.0	71.7
White	11	159	153	96.2	83.7
Two or More Races	11	15	15	100.0	66.7
Socioeconomically Disadvantaged	11	252	249	98.8	69.8
English Learners	11	14	14	100.0	21.4
Students with Disabilities	11	48	45	93.8	17.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	511	505	98.8	39.4
Male	11	248	245	98.8	37.1
Female	11	263	260	98.9	41.5
Black or African American	11	36	36	100.0	16.7
Asian	11	34	34	100.0	73.5
Filipino	11	14	14	100.0	42.9
Hispanic or Latino	11	245	244	99.6	31.6
White	11	159	154	96.9	49.4
Two or More Races	11	15	15	100.0	46.7
Socioeconomically Disadvantaged	11	252	248	98.4	31.1
English Learners	11	14	14	100.0	
Students with Disabilities	11	48	45	93.8	6.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	60	62	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	561	550	98.0	61.6
Male	256	253	98.8	66.8
Female	305	297	97.4	57.2
Black or African American	45	45	100.0	46.7
Asian	40	39	97.5	89.7
Filipino	20	20	100.0	80.0
Hispanic or Latino	279	272	97.5	53.7
White	158	155	98.1	71.6
Two or More Races	14	14	100.0	50.0
Socioeconomically Disadvantaged	299	289	96.7	53.3
English Learners	22	21	95.5	28.6
Students with Disabilities	63	59	93.7	45.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

The Redlands Unified School District works in conjunction with Colton, Redlands, Yucaipa-Regional Occupation Program (CRY-ROP) to offer CTE courses at each site. At CVHS, we have CTE pathways that include Design, Visual, and Media Arts; Game Design and Integration; Education; Engineering Design; Patient Care; Public and Community Health; Food Service and Hospitality; Marketing; Public Safety.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	607
% of pupils completing a CTE program and earning a high school diploma	96.1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	59%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.42
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.2

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.3	28.1	34.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

CVHS has an active PTSA, several booster clubs, and a School Site Council. These organizations raise money, provide activities and experiences outside the classroom and work with site staff to improve the quality of education at CVHS. We believe that one of the keys to the success of CVHS is that parents continue to play a critical role in their student's life. They faithfully support the students in their activities and the teachers in the classroom. Membership opportunities for the School Site Council, Booster Clubs and/or PTSA is advertised annually to parents via our dial-out system, school web site and at Back to School Night.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.50	2.70	2.40	4.80	4.80	5.70	11.40	11.50	10.70
Graduation Rate	95.66	94.45	96.91	91.21	90.55	90.70	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	96	89	86
Black or African American	100	86	78
American Indian or Alaska Native	75	69	78
Asian	90	94	93
Filipino	100	96	93
Hispanic or Latino	98	86	83
Native Hawaiian/Pacific Islander	67	100	85
White	95	91	91
Two or More Races	96	96	89
Socioeconomically Disadvantaged	56	62	66
English Learners	26	35	54
Students with Disabilities	49	47	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.7	3.2	4.5	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.3	0.3	0.4	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Citrus Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Citrus Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. This plan is reviewed annually, revised as necessary and presented annually to the CVHS staff at a staff meeting and also presented to the School Site Council each year.

To ensure student safety before and after school, school security, and four administrators supervise the school grounds including the parent drop-off areas, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass.

CVHS has six full time security members. The team must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and in-service on matters such as pepper spray and verbal judo. The security team is responsible for providing students an opportunity to attend school in a safe and positive environment. The officers are uniformed and are on duty at all CV onsite and many off-site activities.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	20	46	24	25	24	43	24	28	10	46	13
Mathematics	30	10	21	36	26	22	25	31	27	18	31	17
Science	29	12	20	33	29	8	27	28	28	26	22	20
Social Science	30	9	21	37	27	16	29	25	29	9	37	14

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	430
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,496.20	\$1,064.11	\$5,432.09	\$75,219.66
District	N/A	N/A	\$5,432.09	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-6.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-4.3	-0.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

N/A

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	7	N/A
Social Science	15	N/A
All courses	37	24.55

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Citrus Valley High School staff is committed to continual professional growth. Both CVHS and the District have implemented professional development plans with a variety of offerings. CVHS has weekly collaboration days for one hour on Tuesday mornings. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of common assessments and the results from those common assessments. Teachers also work closely together by departments analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. Through the evaluation process, teachers develop their own goals for professional improvement and continue to enroll in college courses. New teachers participate in teacher induction programs both through the District and their universities and their colleagues also provide mentoring. New teachers also attend workshops geared to their needs on campus. First and second year teachers are expected to participate in the Induction program and are assigned experienced teachers as Induction support providers.